

Big6 by the Month
**Delivering Essential
Information Literacy Learning
to All Students**

May
Culminating Activities



Mike Eisenberg
Washington



Janet Murray
Oregon

The Team!



Sue Wurster
New York



Colet Bartow
Montana

Agenda

- 1) Brief review of ***Big6™ by the Month***
- 2) **Defined:** Evaluation Power Objectives
- 3) **Predictable:** Lesson Ideas
- 4) **Measured:** Assessment
- 5) **Reported:** Options for each target audience



Big6™ by the Month

Comprehensive information literacy
that is:

- ✓ Defined
- ✓ Predictable
- ✓ Measured
- ✓ Reported

Culminating Project: _____

Defined	Predictable	Measured	Reported
The full Big6 process and the project.	Initial lesson on the project goals and the full Big6 process.	Establish checkpoints for key stages or all 6 stages.	After initial lesson, report to classroom teacher on student readiness.
Use some form of Big6 Planner.	Task Definition lesson	<ul style="list-style-type: none"> • Use Big6 Planner as evidence for planning and at checkpoints. • Establish criteria. 	Provide feedback to students (and classroom teacher) at checkpoints
Determine <i>power</i> grade level objectives to emphasize.	Other lessons as needed (determined by classroom teacher, TL, tech teacher, etc.)	<ul style="list-style-type: none"> • Determine Big6 objectives to assess. • Identify evidence (beyond Planner) • Establish criteria. 	Final assessment and report to students and parents.

Big6™ by the Month



Comprehensive information literacy
that is:

- ✓ **Defined**
- ✓ Predictable
- ✓ Measured
- ✓ Reported



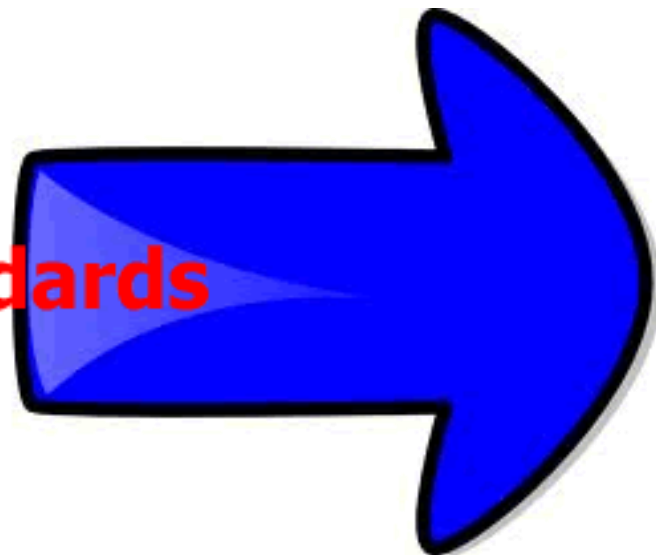
Culminating Activities

- Give students an opportunity to demonstrate the Big6 and information, communication, and technology literacy skills they have learned.
- Give students an opportunity to demonstrate improvement over their March Synthesis project using the Evaluation skills they learned in April.
- Give teachers and instructional leaders the opportunity to assess the impact of the Big6 by the Month program.

Culminating Activities

- Assign a final project that requires students to answer an essential question by evaluating, collecting, and synthesizing information.
- Administer TRAILS test for summative assessment.
- Report results to administrators, classroom teachers and parents.
- Evaluate delivery of Big6 by the Month program.
- Plan for next year.

Standards



**Grade
Level
Objectives**



Culminating Project



ICT Literacy Standards

AASL

- 1.1.4 **Find**, **evaluate**, and **select** appropriate sources to answer questions.
- 2.1.1 Apply critical-thinking skills (**analysis**, **synthesis**, **evaluation**, **organization**) to information and knowledge.
- 3.1.4 Use technology and other information tools to **organize** and **display** knowledge and understanding in ways that others can view, use, and assess.

ISTE NETS

- 3b. **locate**, **organize**, **analyze**, **evaluate**, **synthesize**, and **ethically use** information from a variety of sources and media.
- 3c. **evaluate** and **select** information sources and digital tools based on the appropriateness to specific tasks.
- 2b. **communicate** information and ideas effectively to multiple audiences using a variety of media and formats.

Big6 by the Month (2013). Compiled by Janet Murray from "AASL Standards for the 21st-Century Learner." © 2007. American Association of School Librarians. <<http://www.ala.org/aasl/standards>>; ISTE. *National Educational Technology Standards (NETS-S) for Students*. "Big6™ Skills Aligned with ICT Literacy Standards" http://janetsinfo.com/Big6_ICTLitStd.htm. The Big6 is © Michael B. Eisenberg and Robert E. Berkowitz. Big6 Associates, LLC. www.big6.com

Culminating Project



Related Common Core Standards

Reading: Informational Text	7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Writing	<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
Mathematical Practices	<p>3. Construct viable arguments: ... justify conclusions</p> <p>6. Attend to precision: ... communicate precisely to others</p>

Big6 by the Month (2013). Compiled by Janet Murray and Colet Bartow from The Common Core State Standards Initiative corestandards.org.
 "Big6™ Skills Aligned with Common Core Standards" http://janetsinfo.com/Big6_CCSS/Std.htm . The Big6 is © Michael B. Eisenberg and Robert E. Berkowitz. Big6 Associates, LLC. www.big6.com

Month: _____ **Big6 Stage:**

Grade Level Objectives	Grades					
	Cross-Grade Objective					

Big6™ by the Month



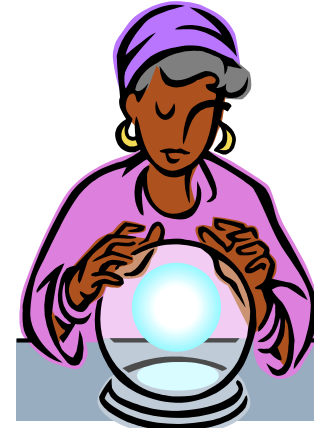
Comprehensive information literacy that is:

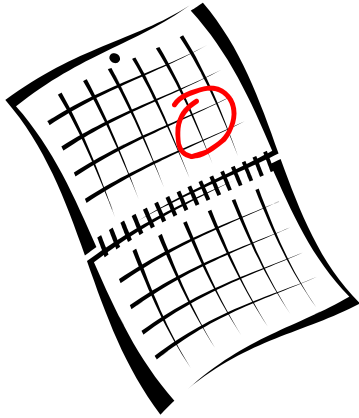
✓ Defined

✓ ***Predictable***

✓ Measured

✓ Reported





Big6™ by the Month **2012-2013**

September: Overview of the Process

January: Use of Information

October: Task Definition

February: Revisit and Reflect

November: Info. Seeking Strategies

March: Synthesis

December: Location & Access

April: Evaluation

May: Culminating Activities

Predictable – Planning Actions

For identified Grade Level Big6 Power Objectives, connect to subject areas, assignments:

1. Select grade level Big6 Power Objectives.
2. Identify 1-2 subject area assignments - by grade & teacher.
3. Develop **Culminating Activities** lessons targeted to the assignments.

Example: Washington State Classroom Based Assessments (CBAs)

Slides from:

- Kelly Martin, Program Supervisor, Social Studies & International Education
OSPI, Washington State. (360) 725-6351,
Kelly.Martin@k12.wa.us
- web.mead.k12.wa.us/thenry/wlmacbas/CBA%20powerpt.ppt

SOCIAL STUDIES CBAS ARE:

1. multi-stepped tasks or projects.
2. aligned to specific state standards (Social Studies EALRs/GLEs).
3. target skills and knowledge necessary for engaged, informed citizenship.



OSPI'S RECOMMENDATIONS

Grade	OSPI Recommendation
Elementary (K-5 or K-6)	<ul style="list-style-type: none"> • At least one CBA in social studies by the end of 5th grade. <ul style="list-style-type: none"> • 9 CBAs are available at the elementary level. • Recommended civics CBAs are <i>Whose Rules?</i> and <i>You Decide</i>.
Middle School (6-8 or 6-9)	<ul style="list-style-type: none"> • At least one CBA in social studies by the end of the 8th grade. <ul style="list-style-type: none"> • A Civics CBA must be administered at the 7th or 8th grade. • 10 CBAs are available at the middle school level. • Recommended civics CBAs are <i>Constitutional Issues</i> and <i>Checks & Balances</i>.
High School (9-12)	<ul style="list-style-type: none"> • At least one CBA in social studies by the end of high school. <ul style="list-style-type: none"> • A Civics CBA must be administered at the 7th or 12th grade. • 10 CBAs are available at the high school level. • Recommended civics CBAs are <i>Constitutional Issues</i> and <i>Checks & Balances</i>.

K-12 MENU OF CBAS

K-12 Menu for Social Studies CBAs

How can students demonstrate that they are ready to be engaged, informed citizens?

		Elementary	Middle School	High School
CIVICS	Public Issues	YOU DECIDE*	CONSTITUTIONAL ISSUES*	CONSTITUTIONAL ISSUES*
	Government and Its Functions	WHOSE RULES?*	CHECKS & BALANCES*	CHECKS & BALANCES*
	International Relations		INTERNATIONAL RELATIONS	US FOREIGN POLICY
ECONOMICS	Economic Factors	PEOPLE ON THE MOVE	INTERNATIONAL RELATIONS	YOU & THE ECONOMY
	Economic Systems	MEETING NEEDS & WANTS	MEETING NEEDS & WANTS	GOVT REVENUE & RESPONSIBILITY
GEOGRAPHY	Human-Environmental Interactions	HUMANS & THE ENVIRONMENT	HUMANS & THE ENVIRONMENT	HUMANS & THE ENVIRONMENT
	Human Movement: Culture & the Environment	PEOPLE ON THE MOVE	PEOPLE ON THE MOVE	CULTURAL INTERACTIONS
HISTORY	Culture	CULTURAL CONTRIBUTIONS	ENDURING CULTURES	CULTURAL INTERACTIONS
	Historical Research Project	HISTORY OF IDEAS	WHY HISTORY	TECHNOLOGY THROUGH THE AGES
	Historical Interpretation	DIG DEEP	DIG DEEP - ANALYZING PRIMARY SOURCES	DIG DEEP - ANALYZING PRIMARY SOURCES
	Integrated	CONFLICT	CONFLICT	CAUSES OF CONFLICT

* Indicates that OSPI recommends this CBA for meeting the civics requirement in RCW 28A.230.095.

Recommended Scope & Sequence for Social Studies with CBAs

Social Studies CBAs & the State's Recommended Scope & Sequence - Options

Grade Level	Content & Regional Focus	Possible CBAs*
K	Self (near & far; now & then)	
1	Families (near & far; now & then)	
2	Community (near & far; now & then)	
3	Culture: People, Places, and Environment	Cultural Contributions, Meeting Needs & Wants, Humans & the Environment
4	Washington State History (local tribal history)	Whose Rules? , Dig Deep-Analyzing Sources, People on the Move
5	US History (pre-colonial period to Independence)	You Decide , Causes of Conflict, What's the Big Idea?
6	Ancient Civilizations & World Geography	People on the Move, Why History?, Enduring Cultures, Meeting Needs & Wants
7	World History (600 - 1450) & Washington State History	Environment, International Relations, Causes of Conflict
8	US History & Government (primarily 19th Century)	Constitutional Issues, Checks & Balances
9/10	World History (1450 to Present)	Humans & the Environment, Causes of Conflict, Technology Through the Ages
11	US History & Government (primarily 20th & 21st Century)	Constitutional Issues, Checks & Balances , Dig Deep-Analyzing Sources, US Foreign
12	Contemporary World Problems	Responsibility, You & the Economy

**Elementary
School
Recommended
for 5th Grade**

You Decide CBA

Note the common elements

1. Takes a position
2. Provides background
3. Support for position: reasons and evidence
4. Lists sources

Citizens in a democracy have the right and responsibility to make informed decisions. You will make an informed decision on a public issue after researching and discussing different perspectives on this issue.

Directions to Students

In a cohesive paper or presentation, you will:

- ☐ State a position on a public issue.
- ☐ Provide background on the issue by explaining two stakeholders' positions on this issue.
- ☐ Include an explanation of how EITHER a right OR the common good relates to the position on the issue.
- ☐ List two sources including the title, author, type of source, and date of each source.

A.C.C.E

- ✓ Accurate
- ✓ Clear
- ✓ Cohesive
- ✓ Explicit

“YOU DECIDE” MEETS ELEMENTARY CIVICS REQUIREMENT (5^H GRADE)

Culminating Activities



Lesson Ideas

Worksheet 10.3: Assignment Organizer

Assignment: _____ Date Due: _____ Complete Big6 Skills #1–5 BEFORE you BEGIN your assignment. Complete Big6 Skill #6 BEFORE you TURN IN your assignment.									
Big6 Skill #1: Task Definition What does this assignment require me to do? What information do I need in order to do this assignment?									
Big6 Skill #2: Information Seeking Strategies What sources can I use to do the assignment? Make a list, then circle the best sources.	Big6 Skill #3: Location & Access Where can I find my sources? Do I need help? If so, who can help me?								
Big6 Skill #4: Use of Information What do I need to do with the information? <table border="0"> <tr> <td>_____ read/view/listen</td> <td>_____ chart and/or write an essay</td> </tr> <tr> <td>_____ take notes</td> <td>_____ copy and highlight</td> </tr> <tr> <td>_____ answer questions</td> <td>_____ properly cite</td> </tr> <tr> <td>_____ other: _____</td> <td></td> </tr> </table>		_____ read/view/listen	_____ chart and/or write an essay	_____ take notes	_____ copy and highlight	_____ answer questions	_____ properly cite	_____ other: _____	
_____ read/view/listen	_____ chart and/or write an essay								
_____ take notes	_____ copy and highlight								
_____ answer questions	_____ properly cite								
_____ other: _____									
Big6 Skill #5: Synthesis What product does this assignment require?									
Big6 Skill #6: Evaluation Student self-evaluation checklist: _____ I did what I was supposed to do (see Big6 #1, Task Definition) _____ The assignment is complete.									

The Big6 Eisenberg & Berkowitz, 1987. Assignment Organizer © Berkowitz & Hopnick, 1997.

From Eisenberg &
Berkowitz. The Big6
Workshop Handbook,
4th ed. Linworth ©2011



Barbara Jansen Organizer/Planners

- <http://library.sasaustin.org/assignmentOrganizer.php>
- <http://library.sasaustin.org/paperOrganizerUS.php>
- <http://library.sasaustin.org/researchAssistant.php>

What do you think?

- What are some possible Super3 or Big6 lessons to offer related to culminating activities?



Big6™ by the Month

Comprehensive information literacy
that is:

- ✓ Defined
- ✓ Predictable

✓ ***Measured***

- ✓ Reported



Culminating Activities

✓ *Measured*

Criteria

- Completeness
- Quality
- Depth
- Reflection

Evidence

- Portfolios
 - Classroom assignments
 - Worksheets
 - Written work/reports
 - Lab reports
 - Observation Checklists
 - Tests
 - Self assessments
 - Video/audio reports
- Reports
 - Assessment Reports
 - Report Cards

Sample Template (UbD Model)✓ ***Measured***

Unit Plan

Desired Results	Big6™ Culminating Activities	Content Standards
	Enduring Understandings	Essential Questions
Assessment Evidence	Performance Tasks	Content Assessment
	Information Skills Assessment/Performance Rubric	Evidence
Learning Plan	Lesson Progression	Materials and Resources
	Web sites/Reference	Other Details



TRAILS Tool for Real-time ASSESSMENT of INFORMATION LITERACY Skills

Reports: What feedback is provided?

Class report: The class report provides detailed information on class performance for each item.

Student report: The student report gives the total score for each individual student code... you will be able to determine how individual students performed overall, as well as see their individual percentage scores by category.

Online review: This feature allows students to view their responses to the assessment as well as the correct responses, so they can receive immediate feedback.

Big6 by the Month Summary

2012-2013

Grade:

Big6™	Power Grade Level Objectives	Evidence	Criteria
Task Definition			
Information Seeking Strategies			
Location & Access			
Use of Information			
Synthesis			
Evaluation			

Culminating Activities

Measuring and Planning for Success

Big6™ by the Month Checklist - Teacher-Librarians

Month	Grade	Class

Defined

- ☐ Standards Identified
- ☐ Grade Level Expectations Chosen

Predictable

- ☐ Calendar for Each Grade Level Created
- ☐ Units/Lessons Selected
- ☐ Grade Level Assignments Identified
- ☐ Big6 Activities and Assessments Developed

Measured

- ☐ Criteria Developed
 - o Uses student-friendly language
 - o Clear, measurable statements
- ☐ Evidence Identified

Reported

- ☐ Audiences Targeted
- ☐ Format or Method Selected for Each Audience
- ☐ Frequency Determined
 - o Weekly
 - o Monthly
 - o End of Marking Period
 - o Other

NOTES:

Big6™ by the Month Checklist - Teacher

Month	Grade	Class

Defined

- ☐ Standards Identified
- ☐ Content Area/Grade Level Expectations Chosen
- ☐ Big6™ or Super3 Stage Identified

Plan	1. Task Definition
	2. Information Seeking Strategies
Do	3. Location and Access
	4. Use of Information
Review	5. Synthesis
	6. Evaluation

Predictable

- ☐ Curriculum Map/Unit Map Consulted
- ☐ Planning Calendar Created
- ☐ Units/Lessons Selected

Measured

- ☐ Performance Tasks Created
- ☐ Criteria Developed
 - o Uses student-friendly language
 - o Clear, measurable statements
- ☐ Evidence Identified

Reported

- ☐ Formative Observations and Evidence Collected
- ☐ Student-generated Evidence Collected
- ☐ Grades or Standards-based Report Generated

NOTES:

Big6™ by the Month Checklist - Instructional Leader

Month	Grade	Class

Defined

- ☐ Establish expectation for Big6™ by the Month approach
- ☐ Embed Big6™ by the Month in supervision process and documentation

Predictable

- ☐ Emphasize Big6™ by the Month stages in each curriculum planning session or professional learning opportunity
- ☐ Provide a Big6™ by the Month calendar with a curriculum map or unit planning calendar
- ☐ Provide teacher-librarian with time and opportunity to support Big6™ by the Month instruction

Measured

- ☐ Establish Success Criteria for Big6™ by the Month
 - o Set lesson targets for each grade level
 - o Track monthly lessons taught
- ☐ Compile Results
 - o Lessons taught
 - o Student progress
 - Pre-assessments
 - Interim assessments
 - Summative assessments

Reported

- ☐ Report Student Progress
 - o Quarterly reports to parents
 - o Monthly reports to district administration and trustees
- ☐ Report Teacher Results
 - o Quarterly reports of grade-level lessons to teachers
 - o Monthly reports to district administration and trustees

NOTES:

Big6™ by the Month



Comprehensive information literacy that is:

- ✓ Defined
- ✓ Predictable
- ✓ Measured

✓ ***Reported***

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING				
WRITTEN COMMUNICATION	A			
MATHEMATICS	A			
SCIENCE/HEALTH	C			
SOCIAL STUDIES	B			
ART	B			
MUSIC	A			
PHYSICAL EDUCATION	A			
INFORMATION LITERACY	C			
Grade Average	B			
Attendance:	Present	48		
	Absent	0		
	Tardy	1		

A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement
 U = Unsatisfactory • I = Insufficient / Incomplete

Student: _____ Grade: _____ Year: _____

✓ *Reported*

Audience



Options



REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
INFORMATION LITERACY	B			
Grade Average		B		
Attendance:		48		
Present		8		
Absent		1		
Tardy				
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Insufficient / Incomplete				
Student: _____		Grade: _____		Year: _____

Audience: Parents and Significant Adults

✓ **Reported**

Sample Message for May-June

Dear Parents/Guardians:

During the months of May and June, your student will be working on a variety of projects and assignments. As part of each project, we will be focusing on a review of the Big6™ information problem solving process. You can help reinforce these skills by asking them questions that relate to each of the stages:

1. Task Definition
2. Information Seeking Strategies
3. Location and Access
4. Use of Information
5. Synthesis
6. Evaluation

The chart in this message details the skills students will practice and some questions you can ask to help students be successful as they complete assignments and projects.

Please contact me if you have any questions.

Sincerely,
Mrs. Bartow

Students have focused on:	Questions to Ask
Task Definition	<ol style="list-style-type: none"> 1. How do you "define" problems? 2. What strategies do you use to identify needed information?
Information Seeking Strategies	<ol style="list-style-type: none"> 1. What strategies do you use to determine all possible sources? 2. How do you decide the best sources to use?
Location & Access	<ol style="list-style-type: none"> 1. What tools do you use to locate sources? 2. What strategies and tools do you use to located information within sources?
Use of Information	<ol style="list-style-type: none"> 1. What is your preferred way to engage with new information: read, view, or listen? 2. How do you know when you've found the most relevant information?
Synthesis	<ol style="list-style-type: none"> 1. What strategies do you use to organize information? 2. How do you choose the best method to present your results?
Evaluation	<ol style="list-style-type: none"> 1. What project or presentation was your favorite? 2. What part of the Big6 process is your favorite?



How you report is as important as what you are reporting.

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
INFORMATION LITERACY	B			
Grade Average	B			
Attendance:				
Present	48			
Absent	0			
Tardy	1			
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Insufficient / Incomplete				
Student: _____ Grade: _____ Year: _____				

Do your current reporting methods clearly communicate

- criteria for success?
- evidence of learning?
- current status?

▼ Big6 by the Month

AUGUST - Foundation

SEPTEMBER - Overview

OCTOBER - Task Definition

NOVEMBER - Information
Seeking Strategies

DECEMBER - Location &
Access

JANUARY - Use of
Information

FEBRUARY - Revisit and
Reflect

MARCH - Synthesis

APRIL - Evaluation

MAY - Culminating Activities

The Team

News & Posts

Files

Benchmark Dates

Sitemap

Join Our Discussions



Participate

Google Site

[*http://sites.google.com/site/big6xthemonth*](http://sites.google.com/site/big6xthemonth)

Google Discussion Group

[*http://groups.google.com/group/b6month*](http://groups.google.com/group/b6month)



Plan for Next Year

- ✓ Adopt Big6 by the Month
- ✓ Register for webinars: Big6 by the Month Webinar Series
- ✓ Talk to teachers and administrators
- ✓ Identify standards
- ✓ Determine *power* grade level objectives
- ✓ Plan how you will reach ALL students in your school with comprehensive information literacy instruction



Useful Links

The Big 6 Associates, LLC <http://www.big6.com>

Standards

Common Core State Standards Initiative <http://corestandards.org/>

Education World: State Standards

<http://www.educationworld.com/standards/state/index.shtml>

ISTE: NETS for Students 2007 (National Educational Technology Standards)

<http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>

Big6 aligned with Common Core Standards by Janet Murray

http://janetsinfo.com/Big6_CCSSIStds.htm

Big6 aligned with ICT Literacy Standards http://janetsinfo.com/Big6_ICTLitStds.htm

Big6 aligned with Texas Essential Knowledge and Skills (TEKS)

http://janetsinfo.com/Big6_TEKSStds.htm

"Big6 Assignment Organizer for Grades 7-12" by Barbara Jansen

<http://library.sasaustin.org/assignmentOrganizer.php>

RubiStar sample and customizable rubrics <http://rubistar.4teachers.org/>

TRAILS: Tools for Real-Time Assessment of Information Literacy Skills

<http://www.trails-9.org/>